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ABSTRACT

The report describes the development and implementation of an international summer camp for mildly handicapped children and a training program for pre- and inservice elementary and special education personnel. The camp was begun in 1967 on Guam and served 200 children for a 7 week period. Participants chose five of the following 12 activities: language arts, music, drama and puppetry, nature crafts, sewing, industrial arts, cooking, P.E. and recreation, ceramics, social adjustment, and arts and crafts. In 1970 the academic emphasis was dropped and the camp focused on physical education and recreational experiences. The academic emphasis was reintroduced and a training program for teacher aides was implemented in 1977 with two courses and grew to include 178 school personnel during the summer of 1979. The University of Guam offered a total of eight courses for credit in 1979 on both graduate and undergraduate levels. The Department of Education of Guam cosponsors the camp with the University of Guam. Current academic instruction includes such subjects as language arts, math, reading, and spelling. Sample checklists and student routing sheets are appended. (PHR)

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A Study in Reality: Interdisciplinary Academic Summer Camp

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The purpose of this presentation is to share the mechanics of developing and implementing an interdisciplinary international summer academic camp. The prime focus of the summer camp was to provide academic instruction for identified resource room students during the summer. A second focus was to develop a practicum oriented training component for aides, undergraduate and graduate university students, and inservice teachers in elementary and special education. The third focus was to make this on-site training experience available to educators from Micronesia, American Samoa, and other areas in the Pacific. To these ends, the University of Guam, Special Education and Elementary Education Programs in conjunction with the Division of Special Education, Department of Education, Government of Guam designed and implemented a cooperative education program in the area of academic teaching skill development for use with exceptional children.

The camp began in 1967 as an idea to continue the academic education of mildly handicapped children through part of the summer. In that year, the first Academic Summer Day Camp for Educable Mentally Handicapped Children was made possible by a Title I grant and directed by Francisca Franquez and Victoria Harper, the present Associate Superintendent of the Division of Special Education. The camp was held on the campus of The Brodie School for Exceptional Children and served two hundred (200) children for a period of seven (7) weeks. The camp, however, was designed for mildly handicapped students and did not serve the more severly handicapped students of The Brodie School.

The camp experience was developed in response to an obvious need to fill a summer instructional gap. Each child took part in five (5) of the twelve (12) offered activities. The children were allowed to select those activities that were of particular interest to them: Language Arts, Music, Dramatic Arts and Puppetry, Nature Crafts, Sewing, Industrial Arts, Cooking, P.E. and Recreation, Ceramics, Social Adjustment, and Arts and Crafts. There was only one (1) required

course. Each child was enrolled in either Language Arts or Typing in order to maintain their communication skills.

In addition, the entire camp participated in the American Red Cross sponsored swimming class held at the Naval Air Station pool. Since there were no public pools on Guam at that time, this was most of the children's first exposure to fresh water swimming.

By 1970, however, the academic emphasis was dropped and the resulting camp, "Fun In The Sun", focused on providing physical education and recreational experiences to handicapped children.

In 1977, the need for continuing the academic education of resource room students once again became evident. Because money could only be provided for a few teachers, school aides, who are twelve (12) month employees, were used. Most of these aides were untrained in working with children in academic areas. With the aid of the University of Guam, a training program for developing academic teaching skills was developed for the aides and a few University students. This early training program consisted of two courses: Diagnostic Programming of Instruction (for upper division or graduate students) and Workshop: Tutoring-One-to-One and Small Group (for aides).

Since 1977, the camp has expanded to serve well over one hundred fifty-two hundred (150-200) resource room students, train approximately one hundred (100) school aides, sixty-nine (69) University students, and eight (8) international educators during the summer of 1979.

The Role of the University of Guam

The role of the University has also greatly expanded. In 1977, the University of Guam offered two 3 credit courses at the camp site. In 1979, the University offered eight (8) courses for a total of twenty-three (23) credits. This program differs from the usual teacher education course in that it focuses upon developing within each participant specific academic teaching

skills and the opportunity to practice these skills in a supervised practicum situation.

The undergraduate training component had three areas of focus. The first area was an undergraduate workshop Methods of Meeting the Academic Needs of Handicapped Children. This course was designed to provide preservice educators and aides with a strong orientation in and practice with direct instruction methodology and related materials.

The second undergraduate area, Special Studies in Classroom Management, focused upon the development of individual and small group behavioral management skills. The skills learned in this course were demonstrated in practicum situations using direct instruction materials.

The third area of focus consisted of three elementary methods courses: Elementary Mathematics Methods: Elementary Language Arts Methods, and Elementary Reading Methods. These courses were the same as the regular on-campus methods courses with the addition of an intensive practicum experience.

In addition, a TESOL (Teaching English as a Second Language) workshop was offered as part of the undergraduate component. This workshop was designed to facilitate the development of correct English language patterns and competencies in TESOL instruction.

The graduate component focused on two areas. The first area, Graduate Workshop: Methods of Meeting the Academic Needs of Handicapped Children, provided participants with specific training relating teaching competencies in the area of reading, spelling, arithmetic, and writing to exceptional children.

The second area, Graduate Special Studies In Classroom Management, focused upon the development of classroom behavioral management skills. The principals and techniques learned in this course were demonstrated and utilized in the Graduate Workshop: Method of Meeting the Needs of Academic Handicapped Children.

University of Guam student could register for three (3), six (6), or nine (9) hours of credit. Regular employed Department of Education program staff were limited to taking a three (3) credit hour course in their desired area at an appropriate level.

The Role of the Department of Education

The Department of Education, Division of Special Education co-sponsors the Summer Academic Camp with the University of Guam. This program is one of several run by the Division of Special Education during the summer months.

The Department of Education provides the camp the use of a centrally located elementary school. Since the school principal and clerical staff are twelve (12) month employees, they helped facilitate the use of the building. Additional twelve (12) month employees were utilized for cafeteria and janitoral help.

In addition, the Division of Special Education provides the following camp personnel: one (1) coordinator, nine (9) certified Special Education teacher (as head teachers), one (1) nurse, one (1) clerk typist, and approximately one hundred (100) instructional aides. All personnel and students worked for six (6) weeks to provide one hundred fifty-two hundred (150-200) Special Education Children with additional academic work during the summer.

The primary training component of the camp was the undergraduate and graduate practicum course entitled Methods of Meeting the Academic Needs of Handicapped Children. This course was designed to provide practice with direct instruction methodology and related material in reading, language arts and math. The other courses feed into this course for the practicum experience.

Three (3) classroom were used for each of the academic areas: math, reading, and language arts. Within each of these room was one (1) head

teacher, five (5) to eight (8) aides, two (2) to four (4) University students and approximately 20 children. (For purposes of clarification the word student refers to aides, preservice and inservice teachers). One (1) University instructor supervised the three (3) rooms in each of the academic areas.

The children were drawn from all the Resource Rooms on island. The sole requirement for participation in the camp was that the child must be between the 1st grade level and 7th grade level. Other programs are provided to aide those children not within this range.

An attempt was made to pre-register the children and to obtain information regarding their academic level prior to the end of the school year. Not all of these pre-registered children actually attended the camp and no children were turned away because they are not pre-registered. Attempts at stressing the importance of regular attendance met with varying degrees of success.

The children's day began at 8:00 a.m. and ended at 12:00 noon at which time the children were given lunch and put back on the buses to go home. From 12:30 p.m. to 3:00 p.m. the aides, University students, and head teachers continued to prepare for the next day.

Each UOG student or aide worked in a room for one (1) week learning the programs and methods utilized in that room. The students and aides were then transfered to another room. While this procedure might be seen to be potentially descriptive to the children's learning, the transfer was so smooth that learning continued and the children actually enjoyed the change in teachers. The head teachers remained in the same rooms throughout the program to insure continunity.

Each room provided instruction in only one subject. The children rotated to different rooms for different subjects. This enabled the teacher to assign the child to the appropriate program at the appropriate level. Subsequently, there could be many levels of programs going on in the same room at the same time.

The method of training several students and aides under the supervision of a head teacher proved to be an ideal teaching situation, enabling the student to move at his own individual pace. Rapid transfer to a faster or slower group was easily available.

In the Language Arts room, students worked with Distar Language Kits I, II, and III and Morphographic Spelling as well as the locally developed tutorial handwriting and spelling program. The latter program combined direct instruction methods with a tutorial approach to teaching Manuscript and Cursive handwriting and spelling.

During instructional time in the Language Arts rooms, the children circulated between these three programs continually being instructed in small groups or individually tutored.

The Math rooms used Distar Arithmetic for the lowest achievers combined with our own designed program of TASK Math.

In this program the children were divided into groups. While one group was learning by direct instruction, another was doing timed fact sheets, another practicing fact sheets and another doing process sheets that are directly related to the direct instructional lesson. The last minutes of the class were devoted to Project 1000 wherein the children write sequential numbers from 1-1000. A better explanation of this program is attached to your packet.

In the Reading rooms, SRA Kits of Distar I, II, and III and CRP Decoding and Comprehension were used. Again several groups were taught simultaneously in the same room. Edmark and EB Press Sound/Symbol were used to supplement

these programs. Therefore, while four (4) or five (5) Distar groups were going, three (3) or four (4) tutors were working individually with children in different programs.

The children were taught by either a teacher, UOG student or instructional aide in a setting of 1:1, 1:3 or 4, or 1:7-8 depending on their age ability and the program.

In this Summer's program, we will accommodate several Hearing Impaired, Speech Impaired and Emotionally Handicapped children as well as the SLD, EMR and Slow Learners.

Attached to your packet are samples of the routing sheets and checklists. The first is a routing sheet that tells the name of the student, the professional classification, and course work to be attempted. Based on this information the student was routed thru four (4) rooms in which she practiced the practical applications of methods most useful to her.

Once in a room, the program checklists were attached and marked off as each section was observed to the established criteria. A checklist was available for each program utilized in the Summer Academic Program. Samples of a few of these are attached to your packet.

The program began the week after the regular school system recesses for the Summer vacation. The first three (3) days were spent setting the rooms and training the students. The next two days the children were pre-tested in each academic area and assigned rooms for their education. Thereafter for the next four (4) week, instruction continued in the rooms at an intense pace. Because this was summer vacation, the atmosphere was one of fun in learning with all students participating in creating a pleasant atmosphere for the children.

NAME:_____

POSITION:
- ◯ Instructional Aide — School:_____
- ◯ UOG Student
- ◯ Inservice Teacher — School:_____

Attempted Course Work:

- ◯ ED 301A
- ◯ ED 303
- ◯ ED 301 B
- ◯ ED 1093 Practicum in Sp. Ed. Materials
- ◯ ED 307
- ◯ ED 293 Math for Instructional Aides
- ◯ ED 293 Read for Instructional Aides
- ◯ ED 293 Lang. Arts for Instru. Aides
- ◯ ED 293 Phys. Ed for Instr. Aides
- ◯ ED 293 Behavior Management
- ◯ ED 393 English Usage for Instr. Aides

Course Assignments:

Reading:

◯ Distar I	Rm#____	____/__/____
◯ Distar II	Rm#____	____/__/____
◯ Distar III	Rm#____	____/__/____
◯ Edmark	Rm#____	____/__/____
◯ CRP-Decoding A	Rm#____	____/__/____
◯ CRP-Decoding B	Rm#____	____/__/____
◯ CRP-Decoding C	Rm#____	____/__/____
◯ CRP Comprehension A	Rm#____	____/__/____
◯ CRP Comprehension B	Rm#____	____/__/____
◯ Head Teaching (ED 1093 only)	Rm#____	____/__/____

Mathematics:

◯ Distar I	Rm#____	____/__/____
◯ T.A.S.K. - Primary	Rm#____	____/__/____
◯ T.A.S.K. - Intermediate	Rm#____	____/__/____
◯ Head Teaching (ED 1093 only)	Rm#____	____/__/____

Language Arts:

◯ Distar I	Rm.#____	____/__/____
◯ Distar II	Rm.#____	____/__/____
◯ Distar III	Rm.#____	____/__/____
◯ Tutorial Handwriting - Primary	Rm.#____	____/__/____
◯ Intermediate	Rm.#____	____/__/____
◯ Tutorial Spelling	Rm.#____	____/__/____
◯ Morphographic Spelling	Rm.#____	____/__/____
◯ Head Teaching (Ed1093 only)	Rm.#____	____/__/____

Physical Education:

◯ Intermediate	Rm.#____	Time/days____/____
◯ Primary	Rm.#____	Time/days____/____

Name: _____

DISTAR READING I

Grade: _____

Date: ____/__/____

Room: _____

I. _____ Placement Test

II. _____ Sound Mastery

III. _____ Hand Signals

- ☐ Continous Sounds
- ☐ Quick Stop Sounds
- ☐ Say-the-Sounds
- ☐ Say-it-Fast
- ☐ Giving Directions (listen)

IV. _____ Teaching

- ☐ Group
- ☐ Individual

V. _____ Correction Procedures

- ☐ Continous Sounds
- ☐ Quick Stop Sounds
- ☐ Say-the-Sounds
- ☐ Say-it-Fast
- ☐ Giving Directions (listen)

VI. _____ Rhyming

VII. _____ Symbol-Action Game

VIII. _____ Management

- ☐ Reinforcement
- ☐ Behavior Management
- ☐ Pacing

IX. _____ Take Homes

- ☐ Prepared
- ☐ Script
- ☐ Reinforcing

TUTORIAL SPELLING

Name: _____

Grade: _____

Date: ____/__/_____

Room: _____

I. _____ Pre Test

II. _____ Teaching Script

III. _____ Corrections

IV. _____ Record Keeping

- ☐ 3 Day Mastery
- ☐ Daily Testing
- ☐ Bi-Weekly Testing
- ☐ Charting

V. _____ Pacing

TUTORIAL HANDWRITING

I. _____ Pre Test

II. _____ Teaching Script

III. _____ Corrections

IV. _____ Record Keeping

- ☐ 3 Day Mastery
- ☐ Daily Testing
- ☐ Bi-Weekly Testing
- ☐ Charting